

world history in order to develop and promulgate a new history and philosophy based on worth. Because it is obvious that now it is based on lies. For in order to lie, distort and omit one segment, it was necessary to lie and distort the rest. This has contributed to the country's schizoid condition. For example, the Afro-American is always the observer or the observed, the reviewer or reviewed, the outsider but never the participant. He is the object but never the subject of life's drama. Is his identification to end with being the object and never the subject?

Textbooks have been criticized for years because of this. Since they are purchased, by and large, with taxpayers' money, all taxpayers should get a fair return for the tax dollar.

Reviewing most of the texts used in our schools, racial bias is obvious, and the spreading of prejudice, even through carelessness, seems to be the rule. Too many textbooks have a pure white aspect and their treatment of the non-white has been historically dishonest. They are downright derogatory and lacking in any portrayals of life as lived by the non-white population. This kind of portrayal is responsible for the warped attitudes rampant in our society.

Many books currently in use in the N.Y.C. school system perpetuate the pervasive technique of "brain washing" of elementary school youngsters.

For example, in "Looking Ahead" printed by Houghton Mifflin Co.—the story "Jeremiah's Black Lamb" is replete with attitudinal development statements such as—"We don't want a black sheep anyhow," said Granny. "Everyone knows how much trouble a black sheep can make." "You can always be sure that a black sheep will get into trouble." "But everybody goes to the state fair, and what if Midnight really did win the blue ribbon and the cash prize." "What if pigs could fly," said Granny. "He's a good enough lamb, indeed," said Uncle Hiram. "It's too bad that he's black. The judge may refuse to give a prize to a black lamb."

A social studies text entitled "Here is New York City" does not admit to the existence of Harlem.

These are just examples of the thousands of books that are perpetuating the racist philosophy for the country through our public school system.

A few courageous pioneers are trying to change this cycle and reverse the trend in text books. One such pioneer is Bank Street College, New York City. They have made a real and substantial contribution to the education of all children in their new series of basal readers.

The breakthrough has been made. The task now is to force public acceptance. Our major obstacle is racist attitude—"a vicious cycle."

Mr. ROBINSON. There are many social studies books about New York City. One such book is called "Here Is New York." Perusing this book, we find that Harlem is visibly absent from this book. Another social studies book dealing with the work, the transportation in New York, and other things also overlooks Harlem completely.

There is another social studies book about New York that displays the minority members, particularly the Negro group, as all being clients of the welfare department. There is no real achievement or positive contribution made by Negroes, so far as these books are concerned.

We have cited in our statement one example of a reader used in the elementary school and we think it is typical of many readers because there are stories in each of these with the pervasive attitude of white superiority or black inferiority.

I cite in my statement few examples from this book called, "Looking Ahead," one of the new books from Houghton Mifflin Co. in the schools. The story is about Jeremiah's black lamb. There are statements throughout that seem to build this kind of racist attitude. One such statement, "We don't want a black sheep anyhow," says Granny, "everyone knows how much trouble a black sheep will make." "You can always be sure that a black sheep will get you in trouble." "But everybody goes to the State fair and what if Midnight really did win the blue ribbon and cash prize."